

AN EVALUATION OF HOME ECONOMICS EDUCATION STUDENTS' PERFORMANCE IN ENTREPRENEURSHIP COURSES: ALIGNING WITH GLOBAL TRENDS AT THE FEDERAL COLLEGE OF EDUCATION, ABEOKUTA, OGUN STATE

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<p>Corresponding Author Fadoju, Titilayo Joyce Ph.D</p> <p>Department of Home Economics, School of Secondary Education (Vocational and Technical Programmes), Federal College of Education, Abeokuta, Ogun State</p> <p>Article History</p> <p>Received: 19 / 03 / 2025</p> <p>Accepted: 03 / 04 / 2025</p> <p>Published: 07 / 04 / 2025</p>	<p>Abstract: The study examined the effectiveness of Home Economics students in entrepreneurship in Federal College of Education, Abeokuta. Home Economics entrepreneurship education is acclaimed the world over as education for the acquisition of skills for gainful employment. Such education is designed to satisfy the manpower needs of a particular nation. The study adopted casual expost-facto research which allowed for collection of data in a relatively short period of time. The population of the study comprises of 120 students in NCE II (220) and NCE III (320) offered entrepreneurship courses in 2018/19, 2019/20, 2020/21 and 2021/22 session. Ten (10) lecturers from Vocational Education was used to provide insights into curriculum effectiveness and instructional methods. The students' scores obtained in academic sessions were moderated scores by the external examiners making the instruments valid and reliable for the research.</p> <p>Data collected in relation to the research questions were analysed using frequency count and percentages. The study is significant in strengthening entrepreneurship education among Home Economics students which led in business creation, innovation and job opportunities contributing to economic growth. The study revealed that 49 or 22.6% of the candidates for HEC 220 scored below 50% while 22 or 8.4% of the candidates for HEC 320 scored below 50% at the academic session. This implied that 300 level students performed better than 200 level counterparts in the domesticated entrepreneurship courses in 2018/19, 2019/20 session. HEC 220, the candidates scored below 50% while 56 or 27% of the candidates for the HEC 220 scored below 50% at the end of the session. This indicated that 200 level students performed actively well than their 300 level counterparts in the entrepreneurship courses. The study recommended that identified entrepreneurship courses should be domiciled in the department using appropriate practical entrepreneurship courses boosting the living standards of citizens contributing to national economic development.</p> <p>Keywords: Entrepreneurship, VTE, Home Economics, Economic stability.</p>
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1. INTRODUCTION

Many governments and institutions have made unemployment and poverty education a key concern, particularly in emerging nations where extreme poverty is evident and has spread like a pandemic (Akpomi, 2019; Kalirajan and Singh, 2019). One of the main issues facing any developing economy in the twenty-first century is poverty and unemployment (Ewhrudjakpor, 2018). In this sense, more needs to be done to encourage and mobilize entrepreneurship, which will benefit people, the government, and society as a whole.

In Nigeria today, the increasing rate of poverty, unemployment, corruption and so many other social problems become worrisome to the government and to every well-being citizen. Therefore the need apparent for change is very desirable and necessary for the country to move to forge ahead and to meet up with the global challenges.

The issue of entrepreneurial development of students has taken center stage in curriculum development in recent times. This becomes imperative due to global economic crisis and increasing level of youth unemployment. This frightening rate of

unemployment and poverty has become a source of concern to the government, parents, educational managers, and of course graduates of educational institutions. In order to proffer solutions to the unemployment challenges plaguing the Nigerian society, entrepreneurship education was introduced into the curricula of tertiary institutions. The goal of entrepreneurship education is to provide tertiary students with the entrepreneurial competencies and skills they need to launch a profitable business after graduation, allowing them to play a part in their own and the country's economic survival and transformation (Oriazowanlau, 2013). Suartha and Suprati (2016) define entrepreneurship education as instruction that results in the development of relevant information and talents that allow a person to optimize the resources in his immediate surroundings while staying within the bounds of his or her capabilities.

The tenet of entrepreneurship education is to equip students with productive work life and self-reliance (Fadoju, 2019). Entrepreneurship education is the teaching and learning process aimed at providing learners with the ability to recognize market opportunities, create business opportunities, create business enterprises and operate business outfits successfully. Therefore, entrepreneurship education helps to equip students with productive work life and self-reliance.

Hence, entrepreneurship education has become a critical component of higher learning institutions worldwide, equipping students with the skills and knowledge necessary to foster innovation, self-reliance and economic development. In the context of home economics education, entrepreneurship course play vital role in preparing students for diverse career opportunities in areas such as catering, fashion design, interior decoration and other home management-related businesses. As global trends continue to shape the entrepreneurial landscape, it is essential to evaluate the effectiveness of these courses in equipping students with relevant skills and competencies.

The Federal College of Education, Abeokuta, Ogun state, is one of Nigeria's foremost institutions committed to producing highly skilled educators. However, despite the growing emphasis on entrepreneurship education, there is need to assess the performance of home economics education students in entrepreneurship courses and determine how well they align with global standards. Factors such as curriculum content, instructional methodologies, availability of practical training facilities and students' entrepreneurial mindset significantly influence their academic success and prepared them for the business world.

The study aims to explore the performance of home economics education students in entrepreneurship courses within the Federal College of Education, Abeokuta, while examining how their training aligns with international best practices. By assessing these aspects, the research will provide insights into areas that require improvements to enhance students' entrepreneurial competencies, ensuring their relevance in the evolving global economy.

Having recognized the need for entrepreneurial education, it is being incorporated into all programmes offered in our tertiary institutions as a mandatory course for all students. Consequently, the National council on education (NCE) at its 53rd meeting held in Calabar same year, also directed the higher education supervisory agencies to commence the production of appropriate training

documents and guide for effective and efficient delivery of entrepreneurship education (National Board for Technical education, 2007). In compliance with the NCE directive, the National Commission for Colleges of Education (NCCE) established an entrepreneurial desk and joined the presidential committee set up for the purpose. The committee travelled round the globe and brought back models. Prior to that time, colleges of education programmes were not offering any course in entrepreneurship even in the Vocational and Technical Education (VTE) programmes. Thereafter, the third edition of the NCCE, minimum standards contained entrepreneurship courses that were restricted to VTE programmes only. With the activities of then presidential committee, the NCCE curriculum now has GSE (224) course in entrepreneurship and it is compulsory for all Nigerian Certificate in education (NCE) students.

In addition, all the Vocational and Technical Education programmes (VTE) have two courses in entrepreneurship. Furthermore, the Federal College of Education, Abeokuta established the Directorate of Entrepreneurship and Work Study (DISDEP) where 100 level and 200 level students attend practical classes for two hours per week and it is compulsory. Without any equivocation, entrepreneurship has always found full expression in Home Economics Education.

Home Economics is a field of knowledge and services primarily concerned with strengthening family life. It is a field which synthesizes knowledge drawn from the physical, biological, social sciences and humanities, and applies this knowledge to improving the lives of families and individuals. Anyakoha (2020) believes that Home Economics is capable of solving and providing employment to the numerous unemployed youths in Nigeria. Molokwu (2020) had earlier noted that Home Economics Education is a skill oriented field of study poised for its capability of equipping learners with skills that can rightly make the individual to be self-employed, an employer of labour, and also fit into the labour market.

In addition, Fadoju (2020) defines Home Economics as a vocation programme which has knowledge with the home, the family, and adapting to the changing societal needs and improvements in the standard of living of individual and society at large. In a nutshell, Home Economics Education is work-focused, skill-based, result-oriented and technology-driven.

In order to provide authentic educational experiences that improve students' performance in entrepreneurship courses, entrepreneurship lecturers are expected to consider the impact of active learning strategies, teacher-student relationships, and the quantity and quality of their instructional delivery on students' academic performance. In light of this, students will also be exposed to the practical parts of entrepreneurship either independently or in conjunction with their lectures, along with an open feedback system, until they have mastered these courses. Their learning and academic achievement in entrepreneurial courses will improve as a result. It is important to remember that entrepreneurship education may serve as a tool. It can simply be a tool for securing employment and emancipation of people through the provision and acquiring of necessary knowledge and skills to make lives more flourishing. The objective of this paper is to emphasize the need and importance of entrepreneurship education in Home Economics and global learning for national development. The study concluded that entrepreneurship skills should engage

students in experimental learning. It is on this premise that this study sought to appraise Home Economics education students' performance trends in entrepreneurship courses in Federal College of Education, Abeokuta which will serve as a panacea to some socioeconomic problems.

Statement of the Problem

Entrepreneurship education plays a crucial role in equipping students with the necessary skills needed to navigate today's dynamic economic problems. However, in Nigeria, particularly in Colleges of Education, there are growing concerns about the effectiveness of entrepreneurship courses in aligning with global trends. Home Economics education students expected to be at the forefront of small business development and self-reliance, often struggle to translate classroom knowledge into viable entrepreneurial ventures. The worrisome situation that promoted this study is that graduates of Home Economics education are yet to be immunized against the scourges of unemployment and underemployment that has ravaged the socio-economic life of Nigerians.

This is an aberration because Home Economics education graduates are supposed to be the prime job creators in tandem with the vision and objectives of the programme. Furthermore, the National Council on Education (NCE) stipulates that each student in Higher Education Institutions (HEI) will attain at least four (4) credits of entrepreneurship before graduation. This is yet to be fully realized in the Colleges of Education.

The NCE Home Economics Education Curriculum contains only 2 credit units of entrepreneurship education which are HEC 220 (IC) and HEC 320 (IC). To every discerning mind, this might be very inadequate to achieve the goal of self-reliance and self-employment. Moreover, with rapid advancements in technology, digital entrepreneurship and sustainable business practices, there is a need to evaluate whether the entrepreneurship courses offered to students are in line with contemporary global trends. Factors such as outdated teaching methods, inadequate practical exposure and limited access to modern business tools may be hindering students from acquiring competitive entrepreneurial skills.

This study, therefore, seeks to evaluate the performance of Home Economics Education students in entrepreneurship courses, identifying gaps, and recommending strategies to align their training with global best practices.

Hence, it aims to contribute to curriculum improvement and enhance the employability and entrepreneurial potential of graduates in Nigeria.

Objectives of the Study

The main objective of this study is to evaluate the performance trends of Home Economics education students in entrepreneurial courses in 2018/19, 2019/20, 2020/21, and 2021/22 academic sessions at the Federal College of Education, Abeokuta, Ogun state and assess how well these courses align with global trends.

Specifically, the study aims to:

- Assess students' performance: to examine the academic performance of Home Economics students in Entrepreneurship in Home Economics I (HEC 220) and Entrepreneurship in Home Economics II (HEC 320) in

2018/19 academic session in Federal College of Education, Abeokuta.

- To evaluate the performance of Home Economics students in Entrepreneurship in Home Economics I (HEC 220) and Entrepreneurship in Home Economics II (HEC 320) in 2019/20 academic session in Federal College of Education, Abeokuta.
- To examine the performance trend of Home Economics students in Entrepreneurship in Home Economics I (HEC 220) and Entrepreneurship in Home Economics II (HEC 320) in 2020/21 academic session in Federal College of Education, Abeokuta.
- To assess the performance of Home Economics students in Entrepreneurship in Home Economics I (HEC 220) and Entrepreneurship in Home Economics II (HEC 320) in 2021/22 academic session in Federal College of Education, Abeokuta.

Research Questions

The study stated the following research questions:

- What is the performance trend of Home Economics students in Entrepreneurship in Home Economics I (HEC 220) and Entrepreneurship in Home Economics II (HEC 320) in 2018/19 academic session in Federal College of Education, Abeokuta?
- What is the performance trend of Home Economics students in Entrepreneurship in Home Economics I (HEC 220) and Entrepreneurship in Home Economics II (HEC 320) in 2019/20 academic session in Federal College of Education, Abeokuta?
- What is the performance trend of Home Economics students in Entrepreneurship in Home Economics I (HEC 220) and Entrepreneurship in Home Economics II (HEC 320) in 2020/21 academic session in Federal College of Education, Abeokuta?
- What is the performance trend of Home Economics students in Entrepreneurship in Home Economics I (HEC 220) and Entrepreneurship in Home Economics II (HEC 320) in 2021/22 academic session in Federal College of Education, Abeokuta?

Significance of the Study

The study is significant as it provides insights into the effectiveness of entrepreneurship education for Home Economics Education students at the Federal College of Education, Abeokuta, Ogun state. The findings will be valuable to various stakeholders, including educators, policymakers, students and the broader academic community. The study will highlight the strengths and weaknesses of the existing entrepreneurship curriculum helping educators improve course content, teaching methodologies and assessment strategies to better align with global best practices. It will identify challenges, and gaps in entrepreneurship training, this research will contribute to enhancing students' entrepreneurial skills, thereby increasing students' employability and ability to start and sustain their own businesses. It will also strengthen entrepreneurship education among Home Economics students which will in turn lead to increase in business creation, innovation and job opportunities contributing to economic growth and reduction in youth unemployment.

Materials and Methods

Research Design: the study adopted the casual-comparative or exposé facto research design which allowed for collection for data in a relatively short period of time. This is because the researcher has no control over the variables of interest and cannot manipulate them since they have already occurred (Nworgu, 2017).

Population of the Study

The population of the study comprises of all Home Economics education students at Federal College of Education, Abeokuta. This includes students across different levels (NCE I, II and III) who are enrolled in entrepreneurship-related courses. Additionally, lecturers teaching these course are included to provide insights into curriculum effectiveness and instructional methods.

Sample and Sampling techniques

To ensure a representative study, a sample of 120 students was used in selecting a sample size across the three levels (NCE I, II and III) using a proportionate sampling method to maintain a balanced representation. Additionally, 10 lecturers from Home Economics and Entrepreneurship education departments will be included in the study to provide expert perspectives. The selected sample were also (stratified) randomly selected based on the numerous students in the economics department while purposive sampling was used in deliberately selecting the lecturers handling entrepreneurship courses in Home Economics education based on their expertise and teaching experience in the subject area.

Validity and Reliability

Method of Data Collection: the students’ scores in HEC 220 and HEC 320 from 2018/19, 2019/20, 2020/21, and 2021/22 academic sessions at the Federal College of Education, Abeokuta, Ogun state were obtained and analyzed for the study. These results for HEC 220 and HEC 330 had been moderated by external moderators and other colleagues in the department of Home Economics thereby making the instruments valid and reliable for the research.

In addition, semi-structured interviews were conducted for selected lecturers handling entrepreneurship courses in Home Economics education to explore the effectiveness of the curriculum and teaching methods.

Method of Data Analysis

Descriptive and inferential statistics, as well as frequency counts and percentages, were used to assess the data gathered in connection to the study topics.

Results

Research Question I: What is the performance trend of Home Economics students in Entrepreneurship in Home Economics I (HEC 220) and Entrepreneurship in Home Economics II (HEC 320) in 2018/19 academic session in Federal College of Education, Abeokuta?

Table I: Performance trends of Home Economics education students in entrepreneurship courses in 2018/19 academic session

Grades									
S/N	Level	Course code	A	B	C	D	E	F	Total
1	200	HEC 220	4 (1.8%)	61 (28.1%)	103 (47.5%)	13 (6.0%)	34 (15.7%)	2 (0.9%)	217 (100%)
2	300	HEC 320	10 (3.8%)	124 (47.5%)	105 (40.2%)	6 (2.3%)	12 (4.6%)	4 (1.5%)	261 (100%)

Findings in Data Table I revealed that 49 or 22.6% of the candidates for HEC 320 scored below 50% while 22 or 8.4% of the candidate for HEC 320 scored below 50% at the end of the session. This implies that the 300 level students performed better than the 200 level counterparts in the domesticated entrepreneurship courses during the 2018/19 session.

Research Question 2: What is the performance trend of Home Economics students in Entrepreneurship in Home Economics I (HEC 220) and Entrepreneurship in Home Economics II (HEC 320) in 2019/20 academic session in Federal College of Education, Abeokuta?

Table II: Performance trends of Home Economics education students in entrepreneurship courses in 2019/20 academic session

Grades									
S/N	Level	Course code	A	B	C	D	E	F	Total
1	200	HEC 220	15 (10.8%)	32 (23.0%)	67 (48.2%)	10 (7.2%)	14 (10.1%)	1 (0.7%)	139 (100%)
2	300	HEC 320	4 (1.9%)	59 (28.4%)	89 (42.8%)	13 (6.3%)	41 (19.7%)	2 (1.0%)	208 (100%)

Findings in Data Table II indicated that 25 or 18% of the candidates for HEC 220 scored below 50% while 56 or 27% of the candidates for HEC 320 scored below 50% at the end of the session. This means that the 200 level students performed better than their 300 level counterparts in the entrepreneurship courses domiciled in the department.

Research Question 3: What is the performance trend of Home Economics students in Entrepreneurship in Home Economics I (HEC 220) and Entrepreneurship in Home Economics II (HEC 320) in 2020/21 academic session in Federal College of Education, Abeokuta?

Table III: Table IV: Performance trends of Home Economics education students in entrepreneurship courses in 2020/21 academic session

Grades									
S/N	Level	Course code	A	B	C	D	E	F	Total
1	200	HEC 220	35 (11.7%)	164 (54.7%)	84 (28.0%)	6 (2.0%)	11 (3.7%)	-	300 (100%)
2	300	HEC 320	-	22 (16.1%)	80 (58.4%)	14 (10.2%)	20 (14.6%)	1 (0.7%)	137 (100%)

Findings in Data Table III showed that 17 or 5.7% of the candidates for HEC 220 scored below 50% while 35 or 25.5% of the candidates for HEC 320 scored below 50%. This implies that the 200 level students performed better than their 300 level counterparts in the domesticated entrepreneurship courses in the 2020/21 academic session.

Research Question 4: What is the performance trend of Home Economics students in Entrepreneurship in Home Economics I (HEC 220) and Entrepreneurship in Home Economics II (HEC 320) in 2021/22 academic session in Federal College of Education, Abeokuta?

Table V: Performance trends of Home Economics education students in entrepreneurship courses in 2021/22 academic session

Grades									
S/N	Level	Course code	A	B	C	D	E	F	Total
1	200	HEC 220	2 (0.6%)	22 (7.1%)	92 (29.9%)	53 (17.2%)	137 (44.5%)	2 (0.6%)	308 (100%)
2	300	HEC 320	52 (17.6%)	66 (22.4%)	84 (28.5%)	5 (1.7%)	75 (25.4%)	13 (4.4%)	295 (100%)

Findings in Table IV revealed that 192 or 62.3% of the candidates for HEC 220 scored below 50% while 93 or 31.5% of the candidates for HEC 320 scored below 50.9%. This implies that majority of the candidates for HEC 220 performed below average while more than one quarter of the candidates for HEC 320 also performed below average in the 2018/19 academic session.

education performed below average in the 2021/22 academic session in the Federal College of Education, Abeokuta. This finding corroborated the findings of Utoware and Eneogwe (2018) that a combination of teacher-related and student-related strategies will be effective for teaching and learning of entrepreneurship.

Discussion of Findings

Findings of the study based on research question one revealed that 300 level students performed better than 200 levels students in the entrepreneurship courses taken in the department during the 2018/19 academic session. This is in consonance with the findings of Ementa and Onokpaunu (20119) who found that undergraduate home science students in the higher levels performed better than those in the lower levels in computer related courses in Nnamdi Azikwe University, Awka during 2013/14 academic session.

Implications for Lecturer’s instructional Design

Strategies that encourage entrepreneurial motivation and give business education students the required learning experiences are the performance trend of education students. The continuous use of textbooks and the lecture technique results in a low degree of skill acquisition that can help students learning home economics become independent and capable of starting their own businesses. Therefore, in order to help students develop a job creation mindset, instructors in entrepreneurship courses must create realistic teaching methodologies and techniques. Students can be inspired to think creatively and beyond white-collar employment after graduation by using active learning strategies including action-based learning, collaborative learning, and creative problem solving.

The results in Table 2 clearly indicated that the 200 level student performed better than their 300 level counterparts in the domesticated entrepreneurship courses in the 2019/20 academic session. This finding supported the findings of Utoware and Eneogwe (2018) that experiential learning helps to boost students’ performance in entrepreneurship courses.

Conclusion

There are numerous benefits abound in entrepreneurship education in empowering Home economics students. The benefits, if maximally exploited will help to tackle unemployment, poverty, insecurity etc. which have been battling Home Economics students amongst other graduates even after graduation.

The findings of the study on the third research question revealed that 200 level students performed better than their 300 level counterparts in the entrepreneurship courses domiciled in the department during 2020/21 academic session. This findings contradicted the findings of Ementa and Onokpaunu (2019) that undergraduate Home Economics education students in the higher levels performed better than those in lower levels in computer related courses during the 2013/14 academic session in Nnamdi Azikwe University, Akwa.

Based on the findings of the study, the following conclusions were drawn:

Finally, the results in Table 4 implied that majority of the candidates for entrepreneurship courses in Home Economics

- The performance trend of the students revealed that they scored more of grade C (50%-59%) in entrepreneurship in Home Economics education; that implies a prevalence of average performance across the two levels.
- Based on comparative analysis, each set of students always performed less as they transitioned from HEC 220

and HEC 320. In other words, the graduating classes of 2018/19, 2019/20, 2020/21 and 2021/22 performed better in HEC 220 (when they were in 200 level) than in HEC 320 (when they were in 300 level).

- The unit (1 credit) allocated to the entrepreneurship courses is inadequate bearing in mind the importance of entrepreneurial training in these days of youth unemployment. Different strategies have been identified to ensure that Home Economics education students develop interest towards entrepreneurship education so as to empower and generate employment for them and will excel in the world of Home Economics, thereby boosting the living standards of citizens, contributing to national development and economic stability.

Recommendations

Based on the study's conclusions and results. The following suggestions are offered:

- All entrepreneurship courses offered in Home Economics education should be domiciled in the department of Home Economics education so that experts in the field can teach the students using appropriate pedagogical approaches and techniques for teaching practical entrepreneurship courses.
- Heads of Home Economics education department should collaborate with practicing industrialists to enable Home economics education students acquire saleable skills through entrepreneurship classes.
- Entrepreneurship in Home Economics education should be upgraded to 2 credit unit courses for greater prominence and more contact hours to accommodate practical sessions.
- Teachers/Lecturers of entrepreneurship education should make use of new methods of teaching and learning that are based on inquiring and problem-solving.
- The curriculum for entrepreneurship education should be reviewed to include more practical courses than theory.

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